

LATIN NOTES

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A DETECTIVE STORY IN LATIN

Contributed by HARRY WEDECK, Seward Park High School, New York City

INTRODUCTORY NOTE: The following story is a Latin version of an incident in *Le Vicomte de Bragelonne*, by Alexandre Dumas. The hero of the narrative is the same D'Artagnan who appears in *The Three Musketeers*. The chief feature in the present sketch is the accuracy of observation displayed by D'Artagnan, and the logical deductions that he makes. For English students comparison may be made with the detective stories of Edgar Allan Poe, notably *The Purloined Letter*, and the Sherlock Holmes stories by A. Conan Doyle. It should be noted that much of the Latin dialogue is the everyday colloquial Latin of the Romans as exemplified in the comedies of Plautus or in the Latin novels of Petronius and Apuleius.

Dartagnanus et Duellum

Rex, ubi brachium Santaigui¹ adripiens ad se adscivit, in conclave vicinum spatiat² est.

"Quid hercle," inquit, "tibi vis?³ An quid funesti Deguichio⁴ accidit?"

"Ita est ut rogas, rex. Nam altera eius manus paene fracta est; in pectore quoque est perfoctus. Quid plura?⁵ Moribundus est."

"Pro di immortales! Quisnam tandem ista tibi narravit?"

"Ille Manicampus⁶ apud nescio quem medicum qui hic Ponticaeruleae⁷ habitat nuper reduxit; rumor etiam usque ad nos omnes qui hic sumus pervenit."

"Quid reduxit?⁸ O infelicem Deguichium! Quo pacto, te obsecro, istud accidit?"

"Quaestio quidem, rex, est valde perplexa."

"Aliquid miri in tuis inest verbis. Explica modo magis enucleate.⁹ Quid ipse dicit?"

"Minima vero. Sunt tamen qui fabulas narrant. Equidem quaedam audivi de rixa quae, ut autumnant,¹⁰ inter duos orsa erat."

"Quoniam, te oro, temporis momento?"

"Hodierna ipsa nocte priusquam accubuisti."

"Ut talia narres! Omnino abhorrent a veritate. Nam quod ad duella perinet, edicta tam gravia tamque severa consitui ut nemo, opinor, tam improbus sit ut ea neglegat."

"Si res ita se habet, di me prohibeant quominus pro aliis satisfactionem commentar,¹¹ exclamat ille. "Tua maiestas loqui me iussit. Ergo loquor."

"Fac, sis,¹² sciam qua ratione ille vulneratus sit."

"Aprum,¹³ rex, venantem vulnus eum accepisse ferunt."

"An hodierna nocte?"

"Hodierna quidem."

"Heu,¹⁴ alteram manum fractam, atque pectus perfoctum! Quis una cum Deguichio venatum iit?"

"Nescio, rex; verumtamen Manicampus de re optime scit, vel scire debet."

"Aliquid tu me celas."

"Minime hercle, per omnes deos testor!"

"Expone igitur quo modo acciderint illa. An tormentum¹⁵ explosum est?"

"Veri similia¹⁶ narras. Sed tamen, coniectura affirmit vix isto modo res se habere potuisse. Sclopetum¹⁷ enim prope eius personam adhuc quidem intactum repertum est."

"Quid sclopetum? Num sclopeto apros venatum iit?"

"Addunt etiam, rex, equum illius periisse, et cadaver hoc ipso tempore in situ reperiri posse."

"Quid equum?¹⁸ Illum equitantes ad apros venandos iisse! Ne unum quidem ex eis quae narras intellego. Ubinam autem res accidit?"

"Ad circulum, in silvis Rochiniensibus."¹⁹

"Sat.²⁰ Fac huc veniat Dartagnanus."

Hic imperatum fecit. Alius qui arcessitus erat, intravit.

"Dartagnane, hinc discedito e porta parva per gradus privatos."

"Discedam."

"Equum tu conscendito."

"Conscendam."

"Usque ad Punctum illum Rotundum²¹ in silvas Rochinienses progredere. An locum scis?"

"Satis scio, rex. Bis ibi pugnavi."

"Quid?" clamavit rex, responso perturbatus.

"Ex edictis Cardinalis Richelienensis,²² excepit alter, qui assueta constantia minime erat commotus."

"Omnino aliam fabulam narras. I igitur illuc, et regionem accurate explora. Quidam ibi vulneratus est, atque adeo equum mortuum ibi iacentem invenies. De tota re mihi postea declarabis quae sit tua opinio."

"Libenter agam."

"Bene intellegis tuam, haud alienam, opinionem me quaerere."

"Minus hora meam sententiam dicam."

"Cave, quaeso, ne cuiquam gentium loquaris."

"Nemini vero loquar, si non est ei qui mihi lanternam tradere debet."

"Profecto pol,"²³ inquit rex, ridens: nam talem linguae licentiam in hoc viro solo moleste non ferebat.

Dartagnanus per gradus privatos abiit. Nec mora. Ad stabulum procurrit. Lanterna de muro detracta, in equum ephippio²⁴ a se ipso imposito, ad illum locum gressum dirigere pergit quem rex demonstraverat. Convenienter suae pollicitationi, in neminem incidit, et, ut supra demonstratum est, tanta religione fuerat ut stabulariorum ope omnino careret.

Is autem erat ex eis qui in discrimine superbi se re proposita maiores praebant. Cum quam velocissime cursu minus quinque minutis ad silvas pervenisset, equo ad quemcumque primum conspexisset arborem ligato, in loca longe in latitudinem porrecta solus introrsus iter perrexit. Tunc totam superficiem Puncti Rotundi diligentissime per ambulationem indagare coepit, lanternam in manu gerens. Processit, revertit, omnia metitus est, perlustravit. Post investigationem diligentem dimidi horae, eo quo equum reliquerat ligatum tacitus reversus, in cogitationibus prorsus mersus, Fontemcaeruleam gradibus lentis pergit.

Rex autem noster in sua camera manebat; solus erat, et in charta quasdam lineas penicillo scriptitabat quas, simul ac conspexit, noster haud aequas longitudine esse et multum tractatas recognovit. Unde coniecit eos sine ullo dubio esse versus.

Rex, ubi caput sustulit, Dartagnanum conspexit.

"Heus tu," ait, "an aliquid novi ad me adfers?"

"Adfero quidem."

"Quid porro spectavisti?"

¹Santaigui—Saint-Aignan

²Quid... tibi vis?—what do you mean?

³Deguichio—De Guiche

⁴Quid plura (dicam)?—in short, in fact. What is the literal meaning?

⁵Manicampus—Manicamp

⁶Fonticaeruleae—Fontainebleau

⁷Quid reduxit?—What do you mean by brought back?

⁸Enucleate—in detail

⁹Autumnant = aiunt

¹⁰Quominus... commentar—from inventing an excuse for others

¹¹Sis—please (from si vis). Compare French s'il vous plait

¹²Aprum—a boar

¹³Heu—alas!

¹⁴Heu—alas!

¹⁵Tormentum—an engine of war. Here a musket

¹⁶Veri similia—probable things. Literally?

¹⁷Sclopetum—a pistol

¹⁸Quid equum?—Compare quid reduxit? (Note 7)

¹⁹Rochiniensibus—The Rochin Woods

²⁰Sat—a form of satis. Enough, that will do

²¹Punctum... Rotundum—Rond-Point

²²Richelienensis—Richelieu

²³Profecto pol—of course

²⁴Ephippio—a saddle

"Mihi certe videtur. . . ." alter ortus est.
 "Non quae esse videntur, sed quae re vera sunt a te petivi."
 "Quantum penes me est,²⁴ ad certa adveniam. Tempus autem maxime idoneum erat ad res huius generis inquirendas quas iam confeci. Hodie vesperi pluit, atque semitae erant humidae limosaeque."
 "Perge modo ad eventum."
 "Mihi narravisti, rex, equum mortuum esse qui iaceret ad trivia silvarum Rochiniensium. Initium ergo feci vias explorandi. Vias, inquam, nam ad media trivia pervenire possis quattuor viis diversis. Quam viam ego secutus sum sola erat quae vestigia recentia praeberet. Hanc semitam duo equi conferto vestigio secuti erant: octo eorum ungulae in limo impressae valde manifestae erant. Alter equitum plus quam alter morae impatiens erat, nam vestigia alterius plerumque alterum dimidio fere longitudinis antecedeabant."
 "An pro certo ponere potes istos ambos una processisse?"
 "Possum hercle. Equi erant duo animalia admodum magna, aequis passibus, atque optime insueti ad exercitationes omnis generis, nam uno eodemque tempore metam Puncti Rotundi circumcurrerunt."
 "Quid postea?"
 "Duo illi equites ibi paululum morati sunt, ad duelli conditionem componendam, ut reor. Equi interim moram aegre ferentes,²⁵ habenas impatientiae dederunt.²⁶ Alter verba fecit, alter autem verba comitis audivit, et videtur contentus fuisse responsis solis. Huius equus humum pede pulsabat, id quod indicat dominum in audiendo tam occupatum fuisse ut frenum e manu dimitteret."
 "Nonne isti ut inimici convenerunt?"
 "Nullum est de hoc dubium."
 "Perge.²⁷ Accuratissime omnia animadvertisti."
 "Alter equitum ibi mansit ubi stabat, ille quidem qui aures adhibuerat; alter spatium apertum transiit et primum se adversario contrarium collocavit. Qui immobilis manserat equo incitato Punctum Rotundum transiit usque ad totius longitudinis tres partes, ratus hoc modo adversarium antecedere posse; attamen²⁸ ille orbem silvarum secutus erat.
 "Num istorum nomina scis?"
 "Minime scio, rex. Illud tantum pro certo habeo qui circuitum silvarum pererraverit vectum esse equo nigro."
 "Quo modo tandem id scis?"
 "Inveni aliquos capillos caudae inter rubos²⁹ qui latera fossae attingebant."
 "Dic modo."
 "Quod autem ad alterum equum pertinet, res facillima est eum describere, cum relictus sit mortuus in proeli campo."
 "Quaenam mortis erat causa?"
 "Glans plumbea³⁰ quae in cerebrum intraverat."
 "Utrum sclopeti an gunnae³¹ erat glans?"
 "Sclopeti erat. Cum porro qua ratione equus vulneratus esset intellexissem, mihi luce clarius erat quo modo egisset ille sceleratus. Eo consilio peregritaverat silvas in circuitu ut adversarium a latere oppugnaret. Accedebat quod vestigia herbis impressa sequeretur."
 "An equi nigri vestigia?"
 "Sane quidem."
 "Narradum quod restat."
 "Cum autem, rex, satis intellegas quo in loco res equitum se habeant, da veniam,³² sis, ut equitem qui immobilis manserat paululum praeteream, et ad eum pergam qui praecipiti festinatione profectus erat."
 "Do idque libenter."
 "Equus igitur illius qui summa cum velocitate perrexerat statim periit."
 "Quonam modo scis?"
 "Eques, cum spatium ne desiliendi quidem de equo daretur, una humi prostratus est. Notavi quidem formam cruris quod tandem aliquando non nisi maxima difficultate desub equo detrudere poterat. Calcar, pondere animalis depressum, solum quasi araverat."
 "Euge! Perbene!³³ Quid fecit postquam surrexit?"
 "Recta adversario obviam iit."
 "An ille ad initium silvarum adhuc manebat?"
 "Manebat. Deinde, ubi satis longe progressus est, firmiter substitit; nam forma duarum calcium in solo pressa admodum proxima altera alteri erat. Glandem emisit, neque adversarium attigit."
 "Quo modo certior factus es illum intactum evasisse?"
 "Petasum³⁴ nactus sum perfossum."
 "Sophos!³⁵ exclamavit rex, "Indicium est sceleris manifestum!"

²⁴quantum penes me est—if it is possible
²⁵moram aegre ferentes—restless. Literally?
²⁶habenas impatientiae dederunt—gave rein to their impatience
²⁷perge—proceed, continue
²⁸attamen—but. Same as tamen
²⁹inter rubos—among the brambles
³⁰glans plumbea—a bullet
³¹gunnae—gunna, a gun
³²da veniam—permit me. Literally, grant permission
³³euge! perbene!—good! well done!
³⁴petasum—a hat
³⁵sophos!—fine!

"Indicium claudat,"³⁶ excepit alter, nec studium praebebat ullum.
 "Petasus est litteris vacuus quae demonstrent cuius sit, neque insunt ulla insignia. Penna³⁷ rubra est ornatus, ut fit in omnibus fere petasis. Ne textura³⁸ quidem aliquid propri³⁹ adhibebat."
 "An homo petasatus iterum globum emisit?"
 "Iam ante bis emiserat."
 "Quo modo cognovisti?"
 "Pannos⁴⁰ sclopeti inveni."
 "Et quid factum est glande⁴¹ quae equum non interfecit?"
 "Diffidit pennam quae erat in petaso hominis morituri, et parvam betulam⁴² in ulteriore parte saltus aperti perfregit."
 "Quae cum ita sint, nonne inermis erat cui equus niger erat, adversarius autem iterum glandes emisurus erat?"
 "Cum eques qui ruinam dederat⁴³ se expediret, alter sclopetum replebat. Sed tamen graviter commotus dum complet, manus multum tremescebat."
 "Quidnam amabo⁴⁴ te adducit ut ista dicas?"
 "Dimidium pulveris sulphurei⁴⁵ in terram delapsum est; ferrum⁴⁶ abiect, nam tempus in sclopetum inserendi deficiebat."
 "Comes, narras mirabilia."
 "Haec consecutus sum observatione atque diligentia sola. Elige quemlibet grassatorem;⁴⁷ tantum exponet."
 "Omnia tanto ingenio mihi narravisti ut ego fabulae in theatro quasi spectator sim."
 "Mente quidem ego amplectans expressi quae acciderunt; pauca tantum commutavi."
 "Nunc redeamus ad equitem qui in terram collapsus erat. Dicebas eum ad adversarium progressum esse dum hic sclopetum repleret."
 "Ita. Attamen hoc ipso tempore quo collineabat⁴⁸ alter sclopetum explosit."
 "Quid pol de glande?"
 "Gravissime alter glande ictus est, rex. Tres vel quattuor passus titubans procedit; tum pronus se prosternit."
 "Ubinam laesus est?"
 "Bis est laesus. Primum, in manu dextra; deinde, in pectore, eadem glande."
 "Sed quaeso quo modo ista comperisti?" rogavit rex, summa admiratione adfectus.
 "Simplicissimo quidem modo. Pars extrema atque latior sclopeti cruore tincta erat. Cursum glandis conspici licuit, una cum anuli fracti frustis.⁴⁹ Veri simillimum est vulneratum amisisse secundum digitum a minimo⁵⁰ atque minimum."
 "De manu, nihil est quod dicam. Sed quid de pectore?"
 "Erant duo rivuli sanguinei, inter quos erat spatium circiter duorum et dimidi passuum. Prope alterum rivulum gramen⁵¹ evulsum erat manu unca; ad alterum, herba modo depressa erat corporis onere."
 "Heu! Misellum Deguichium!"
 "Aha! Erat igitur Deguichius?" exclamavit noster voce summissa. "Ego quidem id suspicatus sum; ceterum non ausus sum eius rei mentionem facere tuae maiestati."
 "Quam ob rem adductus es ut suspiceris?"
 "Insignia Degrammontia⁵² recognovi in receptaculis⁵³ sclopetorum quae equus iam mortuus tulerat."
 "An graviter, tua sententia, est laesus?"
 "Immo gravissime; nam statim delapsus est, et in eodem loco diu mansit. Attamen incedere potuit, cum de loco discessit a duobus amicis sustentatus."
 "An igitur redeunti occurristi?"
 "Nequiquam; at trium hominum vestigia notavi. Qui ad dextram erat et qui ad sinistram expediti et sine difficultate ambulaverunt; ille tamen qui in medio spatio erat pedibus languentibus processit. Praeterea, vestigia sanguinea quoque gressu reliquit."
 "Nunc, comes, cum duellum tam perspicue videris, ut ne una quidem res te fefellisse videatur, mihi narradum aliquid de Deguichio adversario."
 "Ego hercle, rex, illum nihil novi."
 "Sed tamen omnia luce clarius vidis."
 "Video quidem; at haud omnia quae videam expono. Quoniam insuper ille miser evasit, tua maiestas permittet ut confirmem me in animo non habere eum deferre."⁵⁴

³⁶indicium claudat—the proof is insufficient. Literally, the proof limps
³⁷penna—a feather. Compare English pen, which used to be made of a quill
³⁸textura—lace
³⁹aliquid propri—anything particular
⁴⁰pannos—waddings
⁴¹quid factum est glande?—What happened to the bullet?
⁴²betulam—a birch
⁴³ruinam dederat—had fallen
⁴⁴amabo—pray, please. What literally?
⁴⁵pulveris sulphurei—what powder was this?
⁴⁶ferrum—ramrod
⁴⁷grassatorem—highwayman
⁴⁸collineabat—aimed
⁴⁹frustis—fragments
⁵⁰minimo—little finger
⁵¹gramen—grass
⁵²Degrammontia—of De Grammont
⁵³receptaculis—holsters
⁵⁴deferre—to denounce. Compare delator, an informer. This type was common under the Roman Empire. He reported instances of disloyal talk or action to the Emperor, and was rewarded accordingly.

"Attamen nocens est, cum in duello pugnaverit."
 "Haud nocens est mea quidem sententia," inquit alter, aliquid frigoris praestans.
 "Pro scelus!"⁵⁵ clamavit rex, "an sentis quae dicis?"
 "Sane quidem. Sed equidem sic credo, qui in duello pugnet virum fortem esse. Talis saltem mea est opinio. Tuae tamen maiestatis alia fortasse est. Nec mirum, nam hic tu es dominus."
 "At te iussi."
 Alter regi interpellens humili gestu, "Me iussisti," inquit, "quidquid possem colligere de quodam conventu inimico. Haec omnia nunc comperisti. Si adversarium Deguichi comprehendere me iusseris, comprehendam. Sed noli me compellere ut apud te eum accusem; nam te suadente non parebo."
 "Euge! Comprehende ergo eum!"
 "Quid eius sit nomen dic, rex."
 Ira commotus rex terram pede pulsavit. Sed paulum meditatus, "Recte agis," inquit, "decies vero, vicies, centies recte."
 "Mea est opinio, rex. Laetor quod hoc tempore tuae maiestatis opinioni⁵⁶ congruit."
 "Paucis te volo.⁵⁷ Quis Deguichio subvenit?"
 "Nescio."
 "Attamen de duobus loqueris. Alius ergo aderat minister."⁵⁸
 "Administer aderat nullus. Immo vero, cum Deguichius collapsus esset, adversarius nullo auxilio subministrato effugit."
 "Quam ignavum atque sceleratum!"
 "Egit tamen ex tuis decretis. Si quis bene integreque pugnavit, si periculum mortis semel evasit, quid mirum si iterum evadere cupit? Facile recordari possis Debottevilleum."⁵⁹
 "Homines igitur ignavi evadunt."⁶⁰
 "Minime; prudentes fiunt."
 "Ille igitur, ut dicis, effugit."
 "Certe. Atque quam velocissime equitavit."
 "Quam in partem?"
 "Ad castellum."
 "Dic modo, quid postea?"
 "Postea, ut, qua es indulgentia,⁶¹ veniam narrandi dedisti, duo homines pedestres venerunt qui Deguichium secum reportaverunt."
 "Quid est indicium istos post duellum venisse?"
 "Sane manifestum, rex. Quo ipso tempore duellum factum est, cessaverat nuper pluvie. Non satis temporis erat ut solum humiditatem absorberet: erat igitur madidum. Vestigia in humum collapsa sunt. Dum tamen Deguichius paene examinatus ibi iacet, terra suam firmitatem recepit, et vestigia minus plana apparuerunt!"
 Rex Ludovicus pro signo admirationis manibus plausit.
 "Tu es certe," inquit, "callidissimus omnium in meis finibus habitantium."
 "Istud idem credit Cardinalis ille Richeliensis; dixit idem Mazarinus."⁶²
 "Nunc restat ut videamus utrum tuum consilium erret."
 "Quis, rex, errare non potest? Errare humanum est," inquit noster, quippe qui sapiens.⁶³
 "Si res ita se habet, tu non es humanus, quod, ut reor, tu erras numquam."

THE NEW PROGRAM IN SECONDARY LATIN

By W. L. CARR, Professor of Latin, University of Michigan
 Taken from The University of Michigan SCHOOL OF EDUCATION
 BULLETIN, Volume 1, No. 6, March, 1930

There is a story of the young man who after a long and stormy courtship finally led his bride to the altar. After the ceremony the officiating minister smilingly said to the young couple, "You are now at the end of your troubles." A few weeks later the bridegroom, obviously in great mental distress, returned to the minister and said, "I thought you told us that we were at the end of our troubles." "I did," replied the minister, "but I did not tell you at which end."

In some such condition the Latin teachers of the country found themselves in 1924 when after a long, coöperative effort the results of the Classical Investigation were published.* In this Report was found much comforting evidence that Latin could be used as a very satisfactory instrument for the attainment of some of the most important objectives commonly regarded as valid in the secondary school. But the Report also made it

perfectly clear that a great many teachers of Latin would have to make rather thorough-going changes both in the content of their courses and in the methods employed, if their pupils were to make anything like satisfactory progress in the attainment of either the immediate or the ultimate objectives of the study of Latin.

For one thing the Report showed that, while more pupils are enrolled in secondary Latin than in all the other foreign languages combined, only 31% of those who begin the subject continue it beyond the second year. This means, of course, that for 69% of those who begin Latin the educational values must result from the study of the subject for two years or less, and that these values cannot be postponed to later years, as was obviously contemplated by the sponsors of the standard four-year course which for so many years had the official sanction of the College Entrance Examination Board, and was all but universal in the schools. As a matter of fact, most of the changes recommended in the Report, though not all of them, are concerned with the work of the first two years.

The outstanding features of the new program are: (1) a sharp reduction in the amount of "grammar" to be taught during the first year, many topics—e. g., the subjunctive—being postponed until later in the course; (2) the early introduction of much "easy" connected Latin reading material, the use of which is continued through the third semester; (3) a considerable reduction in the amount of classical Latin to be read, especially in the second year; (4) a reduction in the amount of Latin to be written during the first three years and the omission of Latin writing in the fourth year; (5) the extensive use of supplementary reading in English on topics relating to the life, history, traditions, mythology, and institutions of the Romans, and to their influence on western civilization; (6) much emphasis upon those phases of the study of Latin which contribute to a better understanding of English vocabulary, grammar, and literary forms; (7) the use, in general, of functional rather than formal methods of teaching, drilling, and testing; and (8) considerable use of the oral-objective method, especially in the first year's work.

It is obvious that this new program calls for new types of textbooks, especially for the work of the first and second years. Textbook writers have not failed in their duty, for at least 36 new or revised Latin books for use in the first or second year have appeared since the publication of the Report of the Classical Investigation in 1924.

The new Latin program received added impetus in April, 1926, when the College Entrance Examination Board adopted its new definition of requirements in Latin and announced that beginning in June, 1929, the Board would make no prescription as to the kind and amount of Latin to be used in preparation for the Board examinations, but that the examinations would be of such a nature as to measure the candidates' ability to read and comprehend Latin at sight. The only standardizing feature of the Board's new requirement is an official list of some two thousand Latin words.

It is therefore now possible for any group of teachers comprising a school system to adopt whatever reading content for the Latin course and employ whatever methods they believe will make Latin most useful as an instrument in secondary education. Failure to get satisfactory results can no longer be excused because of the quantitative requirements, formerly imposed, which made it necessary to "cover the ground." Far too often under the old program Latin teachers "covered the ground" with the dead and dying!

Under the new program it ought to be possible for any pupil, with even less than average ability and with a reasonable readiness for mental work, to carry his Latin with interest and success and to secure therefrom measurable educational profit.

In closing, the writer feels that perhaps he ought to say that to many teachers the "new program in Latin" is after all not new. The Report of the Classical Investigation, the action of the College Entrance Examination Board, and the preparation and dissemination of new teaching materials including new textbooks merely gave impetus and encouragement and nation-wide

⁵⁵pro scelus!—good heavens!

⁵⁶congruit—agrees. Compare congruent triangles

⁵⁷paucis te volo = paucis (verbis) te volo—I want a few words with you

⁵⁸minister—a second (in duelling)

⁵⁹Debottevilleum—de Bötteville

⁶⁰evadunt—escape

⁶¹qua es indulgentia—with your usual indulgence

⁶²Mazarinus—Mazarin

⁶³quippe qui sapiens—like a philosopher, philosophically

*The Classical Investigation, Part I: General Report. Princeton, N. J. Princeton University Press, 1924.

application to a movement which has been under way for a decade or more in an increasingly large number of progressive schools throughout the country.

EDITOR'S NOTE.—*The conciseness of the above account and its adaptability in other ways for use as intelligent publicity material in those parts of the country where the Report is not well known have made its publication desirable even though it contains no "news" for the professionally-minded reader of Latin Notes.*

A "VERGIL WEEK" IN A HIGH SCHOOL

Excerpt from a letter written by MARGARET YOUNG RICHARDS,
Latin instructor in the Harding High School at Aliquippa,
Pennsylvania

Last week made us all very proud and happy. It was a dream realized and its success was so much greater than our expectations. Our halls, classrooms, and library were decorated with posters and signs about Vergil and his famous quotations and meanings in English. (The meanings varied from suitable passages from English literature to present day slang expressions.) I gave these quotations to the English Department and every day during the week each English teacher wrote two new quotations on his classroom board to be learned by the class. Some of the Industrial boys also made very good signs.

Thursday and Friday before Vergil Week two of my language teachers had charge of a noon hour program to raise money for the set of slides entitled "*Vergil and His Times*." One teacher on Thursday had an original program about wax models of classical fame. The next day the other teacher gave the play *Aeneas Visits the Lower World*. Write-ups are in the Vergil section of our newspaper. We also sent to all of the town churches mimeographed copies of an article written by Clara Fontant, our Senior General Chairman, about *Vergil, the Poet Prophet*. These were given to the preachers and Sunday school teachers and discussed on the Sunday of Vergil week.

On Monday and Tuesday, the ten pupils selected for class speakers visited all of the English classes and talked for 5 or 10 minutes on Vergil. They had previously written their speeches and had them corrected before they learned them. They were so successful that two of the history teachers had two boys give their talks in history classes.

On Wednesday we had our large assembly program which everyone said was the best program they had ever attended. The publicity committee worked hard to decorate the gym which we use also for our auditorium—and it was beautiful with alternating pink and white strips with "Vergil" printed on them in black ink. Dr. Sage of the University of Pittsburgh was our speaker—sent to us by Phi Beta Kappa. We were especially honored in that our school was the first of the 400 schools to which a representative speaker had been sent and we were presented with the first Phi Beta Kappa Book. Our orchestra furnished the music and our chorus sang Tennyson's *Vergil*. Living Statues (7 scenes and characters made famous by Vergil) were shown and *Very Tragical Mirth*, not in shadow pictures but in pantomime. The pictures I sent you are of this group. We are also going to take some pictures of our Living Statues and of our library where we put on display our best work, etc. Previous to our assembly our National Honor Society boys and girls gave a luncheon in honor of Dr. Sage.

Thursday afternoon Dr. Calderwood of Grove City College spoke to the language classes on Vergil. His marvelous personality entranced every pupil from the 8b's to my noble seniors. Some of them said, "Oh, Miss Richards, isn't he wonderful? His musical voice, and when he quotes Vergil!"—etc. He was really more popular than a movie hero and when the four o'clock dismissal bell rang not a child moved or thought of leaving until Dr. Calderwood was thru. Dr. Sage was also very good and was more than merely interesting.

I am trying to tell you something about our celebration but if you would write to Dr. Sage and Dr. Calderwood I'm sure their impressions of Aliquippa's Vergil Week would be much more satisfactory to you and much clearer. Dr. H. McKown of the

University of Pittsburgh also came down to see it and you may write him.

I forgot to tell you that Thursday evening Dr. Calderwood talked to the Kiwanians and I talked at the other clubs—Rotary Quota and Exchange, and presented my four Living Statues.

You may like to know that the poems in the newspaper which I sent you were written by High School students in honor of Vergil. I hope you like them.

Our principal, Mr. Jackson, gave us wonderful encouragement and support and was back of everything we did. We have approximately 2000 students and after giving our Vergil slides in this week's assemblies as well as during last week's celebration, I don't think anyone will say that Aliquippa is asleep.

Mrs. Cubbison, the editor of our town paper, was also lovely about putting in our material and coöperating with us.

GOSHEN

By EDGAR FRANK

"How can you live in Goshen?"

Said a friend from far,

"This wretched country town

Where folks talk little things all year,

And plant their cabbage by the moon!"

Said I:

"I do not live in Goshen;

I eat here, sleep here, work here.

I live in Greece, where Plato taught,

And Phidias carved, and Epictetus wrote.

I dwell in Rome,

Where Michael Angelo wrought in color, form, and mass;

Where Cicero penned immortal lines,

And Vergil sang undying songs!

Think not my life is small

Because you see a puny place.

I have my books; I have my dreams;

A thousand souls have left for me enchantment

That transcends both time and place.

And so I live in Paradise,

Not here!"

Contributed by ANNA P. MACVAY, Chairman of the Bimillennium Celebration, who sent the following note with the poem:

"I first heard this poem read at a Classical banquet at Springfield, Ohio, last October. I was told that the author was Mr. Edgar Frank. Since it appealed to me greatly (and later to my audiences), I at once set about trying to discover the author and to ask him if I could use it to help on the Vergilian Celebration. So far all my efforts and those of my friends to trace him have been unsuccessful. I am hoping that the appearance of the poem in LATIN NOTES for which I am responsible—the Editor greatly preferred to get the author's consent before printing it—will lead to the discovery of the writer. Meanwhile, thanks to Mr. Edgar Frank for penning the inspiring lines!"

A NAME FOR THE NEW PLANET?

As the LATIN NOTES copy was about to be mailed to the printer, the Editor's eye fell upon the following item on the editorial page of *The New York Times*. The thought occurred to her that if Vergilian lovers throughout the United States were to present the same idea to the Lowell Observatory at Flagstaff, Arizona, a signal honor might possibly be conferred upon the Roman poet which would outlast the memory of the many programs which the Bimillennium Celebration has initiated, not only in America but in Italy, England, France, and Germany as well.

Naming the New Planet

To the Editor of *The New York Times*:

I note with interest that an editorial in *The Times* proposes the name Minerva for the newly discovered planet. Your reasons for thus honoring the goddess of wisdom are cogent, but I should like to propose Vergilius as a still more appropriate name for the planet, since it has been discovered in this year in which occurs the two-thousandth birthday of Vergil, universally acclaimed one of the world's greatest poets.

For two
any other
all who lo
hatred of
true piety

New York

Query fo
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de Virgile

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AUGUST

By GUY

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For twenty centuries Vergil has exerted greater influence than any other poet who has ever lived, and still inspires and guides all who look forward to a new world. His cardinal teachings are hatred of war, the blessings of honest toil, unselfish patriotism, true piety and the ascending destiny of mankind.

ANNA P. MACVAY

New York, March 19, 1930

Query for the High School Pupil: Does a knowledge of Latin help one to read the French newspaper?

On Découvre un Portrait de Virgile?

Rome, 23 février—En avril on célébrera le vingtième centenaire de Virgile par des fêtes grandioses.

A la veille de cet événement, on vient de faire à Rome une curieuse découverte: le portrait de Virgile dessiné sur une muraille du Forum d'Auguste.

Le portrait est de proportions colossales. Virgile portait la barbe en pointe. Sous le portrait, il y a également une inscription.

Taken from a French newspaper

AUGUSTUS' VERSES ON VERGIL'S AENEID

By GUY ANDREW SIMMONS, *Hendrix-Henderson College, Conway, Ark.*

That Augustus encouraged literature is a commonplace of our classical teaching. But as to the fact that he himself wrote with skill both prose and verse we say little, perhaps because so little of it survives. Suetonius states (Aug. 85) that Augustus wrote numerous works in prose and a little poetry. Of his poetry then extant he mentions a book on "Sicily" written in hexameter verse, and a book of "Epigrams" composed for the most part at the time of the bath. These witticisms must have been rather racy, if all of them may be judged from the amorous one quoted by Martial (Ep. 11, 20).

Augustus composed also *fescenninae* against a certain Pollio, and wrote tragedies called "Ajax" and "Achilles," Suidas states. The "Ajax" was begun enthusiastically, but not ending satisfactorily was destroyed, and the author told inquiring friends that "his Ajax had fallen on his sponge!"

The so-called "Reflections of Augustus on Vergil's Will" consist of thirty-seven dactylic hexameter lines and are deliberations as to whether the Aeneid should be burned. Though written when the Emperor was past forty-four years of age the verses read rather like a school essay. Yet they are worth reading, because they show Augustus' personal interest in poetry and his high estimate of Vergil's Aeneid. They also reveal the sanctity in which a last will and testament was held, and state why Vergil's will was broken.

In connection with the *Bimillennium Vergilianum* this product of the imperial pen ought to be of interest to many students and teachers of the Aeneid. Unfortunately the "Reflections" are not easily accessible to the usual readers of Vergil. They are found, as stated in Teuffel-Schwabe-Warr's History of Roman Literature, in Riese's Anthologia Latina (672) and in Baehrens' Poetae Latini Minores (4,179). But they are quoted here from an introductory page of Ioannes Pierius Valerianus' edition of Vergil, published in Paris in 1532, with title as follows:

Octavii Augusti in Virgilio Aeneidem Versus

Ergone supremis potuit vox improba verbis
Tam durum mandare nefas? ergo ibit in ignes?
Magnaue doctiloqui morietur musa Maronis?
Ah scelus indignum, solvetur littera dives?
Et poterunt spectare oculi? nec parcere honori
Flamma suo? dignumque operis servare decorem?
Noster Apollo veta, Musae prohibete Latinae!
Liber, et alma Ceres, succurrite: vester in armis
Miles erat, vester docilis per rura colonus.
Nam docuit, quid Ver ageret; quid cogeret Aestas:
Quid daret Autumnus; quid Bruma novissima ferret.

Arva reformavit: sociavit vitibus ulmos.
Curavit pecudes, apibus sua castra dicavit.
Haec dedit ut pereant, ipsum si dicere fas est.
Sed legum est servanda fides: suprema voluntas
Quod mandat, fierique iubet, parere necesse est.
Frangatur potius legum veneranda potestas,
Quam tot congestos noctesque diesque labores
Hauserit una dies, supremaque iussa parentis
Amittant vigilasse suum. si forte furenti
Erravit in morte dolor, si lingua locuta est
Nescio quid titubante animo, non sponte, sed altis
Expugnata malis, odio langoris iniqui:
Si mens caeca fuit: iterum sentire ruinas
Troia suas, iterum cogetur reddere voces?
Ardebit miserae post vulnera vulnus Elissae?
Hoc opus aeternum ruet? et tot bella, tot enses
In cineres dabit hora nocens, et perfidus error?
Huc, huc Pierides nemorum per lustra loquaces
Tendite: et ardentes ignes fluvialibus undis
Mergite: ne pereat tam clari musa poetae,
Flammaque vanescat. vivat Maro clarus in orbe,
Ingratusque sibi. sed quod male iusserat ipse,
Sit vetuisse meum. sacer est post tempora vitae.
Sicque erit aeternum tota resonante Camoena
Carmen, et imperii divi sub nomine vivat.
Laudetur, placeat, vigeat, relegatur, ametur.

Now could a villain voice with its last words enjoin
So dire a wrong? Shall it then go in fire?
And shall the mighty muse of sage-tongued Maro die?
Ah, shameful crime!—to burn the precious poem!
Could eyes behold it? Could not flame its glory spare
And save the worthy beauty of the work?
Forbid, O thou Apollo! Avert, Ye Latin Muses!
Thou Bacchus, bounteous Ceres, speed thy aid!
Thy soldier was he in arms, thy farmer skilled in farms.
He taught what Spring produced, what Summer grew,
What Autumn gave, what Winter last-of-all brought forth.
He transformed fields, and wedded elms to vines.
He tended flocks, to bees devoted his estate.
And yet he bade them perish—if his the right?

But faith in law must be preserved; what he enjoined
Was his last will; he bade, we must obey.
Nay, rather break our law's respected power than
One day devour so many works composed
Both night and day, and the author's last behest lose us
His midnight toil. If pain perchance ranged through
Him crazed in death; if tongue gave speech, his mind deranged,
Not of its own accord but stoutly stormed
By monstrous demons and by dread of langour deep;
If Maro's mind was blind, shall Troy again
Be forced to feel her fall, again repeat her wails?
Shall wound on wound of poor Elissa burn?
Shall this eternal work be lost? Shall an evil hour
To ashes give so many wars and swords?

Come hither! hither! Muses that chat in woodland haunts,
And plunge the glowing fires in running waters,
So that our brilliant poet's muse may never fall
And fade in flame. May Maro live far-famed
On earth, e'en though displeasing to himself. But what
He ill enjoined, let it be mine to veto.
He's sacred after earthly life. His epic song,
Echoed by every muse, shall be eternal.
And in the name of power divine may it live,
And please, be honored, praised, read, and loved.

Translated by G. A. SIMMONS

NOTES REGARDING THE VERGILIAN CELEBRATION

The New York Browning Society is paying its homage to the great "Mantuan" in a series of Vergilian Mornings, the last Thursday in each month from ten forty-five to twelve-thirty.

In addition to these special meetings devoted to the discussion of the poet's works and the reading in Latin of some of the choicest selections, the regular meetings have topics of a kindred nature. For the February meeting, the subject was "Browning and Italy;" for the March meeting, "Mrs. Browning and Vergil."

The President, Mrs. Bern B. Gallandet, is a member of the League's Committee on Celebrations in Clubs. It is hoped that many more societies will emulate this fine example.

The activities of city libraries and museums are of great value. The Public Library of New York City will open an exhibit of Vergiliana about the middle of May. It will include such remarkable books dealing with Vergil as those which are now in the

library of Princeton University—a notable collection presented to this institution by one of its alumni.

The Brooklyn Public Library is also keeping the Bimillennial in mind. And of course the activities of the Congressional Library at Washington in preparing a monumental Union-Catalogue of Vergiliana are outstanding in importance.

The Enoch Pratt Free Library of Baltimore is bringing out an annotated bibliography of selected books dealing with Vergil. This will be of great value in the Vergilian Celebration movement and useful on other occasions. Queries as to when it will be ready and the cost should be addressed to Joseph L. Wheeler, Librarian.

Those who are seeking material for use in clubs made up mostly of adults should secure the March issue of the *PHI BETA KAPPA KEY*—a magazine which contains an interesting article on Vergil written by ANNA P. MACVAY. Address 145 West 55th Street, New York City. For reprints of the article above (10 cents), address the League or the Service Bureau.

Vergilian Writers

Pupils in secondary schools and college students whose efforts to celebrate Vergil appear in the Service Bureau Scrapbook (*Received since the February Issue of LATIN NOTES was compiled*)

Florence Turner, Mary H. Powell, Jason Goodman. North High School, Dallas, Texas

Gladys Perkins. Mount Mercy Academy, Grand Rapids, Michigan

Ruth Lorish, Hamilton Preparatory School, Allentown, Pa.

Dale Reedy. Stadium High School, Tacoma, Washington

Helen Tananis, Minersville, Pa.

William Bain and Betty Lindsey, Public Schools, Millersburg, Ohio

Ralph E. Grant, Spaulding High School, Barre, Vermont

Elizabeth Morison, Concord Academy, Mass.

ANNOUNCEMENTS

For Sale by the American Classical League

1. **VERGILIAN MEDALLION**—designed by Tom H. Jones, sculptor of the Tomb of the Unknown Soldier at Washington. A photograph of one side of this appeared on the cover of the March *LATIN NOTES*. The obverse shows the seal of the League and a Latin line suitable for a commemorative plaque. It is eight inches in diameter, cast in standard bronze, and suitable for use as an award. Price \$25.00. It is our hope that a smaller medal, two and a quarter inches in diameter, may be issued. This small medal will make an excellent paper weight. The price will probably be \$2.50.
2. **THE KALENDARIVM VERGILIANVM**, prepared by Frank Gardner Moore of Columbia University. Price 25 cents.
3. **A PICTURE MAP, CHARTA AENEIDIS GEOGRAPHICA**, painted by William Longyear and printed in five colors. Price, \$1. to members of the League; \$2.00 for others.
4. **THE LOEB VERGIL, TWO VOLUMES**—Volume I contains the Eclogues, Georgics, and Aeneid I–VI. Volume II contains the Aeneid VII–XII and the Minor Poems, as well as a complete Index to the two volumes. The Loeb Classical Library, designed by Dr. James Loeb and edited by Professor Capps of Princeton, is our best uniform series of classical Greek and Latin texts with parallel English translations. The regular price of the two volumes is \$5.00. Special price, to the members of the American Classical League only, is \$4.25 for the two volumes. The volumes cannot be sold separately and the offer cannot be extended beyond the period of the bimillennial year. Members of the Vergilian Cruise will welcome this unusual opportunity which the officers of the League have been able to arrange with the American publishers. Orders should be sent directly to the American Classical League, Hall of Fame Terrace, University Heights, New York City.

A Vergil Scrapbook

Members of the Vergilian Cruise will of course take kodaks with them. The chance to take pictures of Troy, for example, and classical sites similarly remote should not be neglected.

The Service Bureau is sending with the steamers a Vergilian Scrapbook, hoping that there will be enough generous donors to fill it. Copies can then be made by the Bureau of a selected list which can be sent out to classical teachers and their pupils.

The Odyssey Cruise

Mr. B. D. MacDonald, 52 Vanderbilt Avenue, New York City, has asked the Service Bureau to call attention to the fact that for five years an Odyssey Yacht has taken small groups of students and other persons to "The Classic Islands of the Adriatic, Ionian, and Aegean Seas." A special itinerary has been planned for the summer and additional interest added by the fact that Professor Doerpfeld (at one time associated with Dr. Schliemann during his excavations) will accompany the July Odyssey Cruise, leading the parties as they visit Troy and Mycenae and giving them the benefit of his intimate acquaintance with these sites.

Pictures

The Service Bureau has purchased 1000 photographs of scenes in Pompeii of postcard size which will be sold for 10 cents each plus postage. It is hoped that these will arrive in May. A list of mimeographed titles will then be sent out by the Bureau free of charge. The pictures deal largely with the Roman house and scenes connected with Roman life. They will therefore be highly desirable for class scrapbooks.

A page containing four pictures of the Roman Forum (two restorations and two views as it appears today) accompanies Latin Notes Supplement XV. This page, showing two pictures on each side, is now supplied apart from the Supplement at a cost of 5 cents plus postage. The low price makes it possible for teachers to order two copies so that the four views may be used in pupils' notebooks or a class scrapbook dealing with Rome and the Romans.

Attention is called to the February (1930) issue of *Art and Archaeology* which among other interesting articles contains an account of a Greek play such as is annually given at Millbrook, New York by the Bennett School. It is especially valuable for the nine beautiful illustrations showing Greek costumes and scenes from Choral Dances. These performances in which Charles Rann Kennedy and Edith Wynne Matthison play conspicuous parts have been given since 1920 and are too well known to need description. Two pictures of houses excavated at Herculaneum (pages 90–91) add additional interest to this issue. Single issues of *Art and Archaeology* may be obtained for 50 cents from The Archaeological Society at Washington, D. C.

Busts of Vergil

The following companies sell busts of Vergil, copied from the one in the Capitoline Museum:

P. P. Caproni and Brother, 1914 Washington St., Boston. Three busts varying in size from 2 feet and 2 inches to 12 inches and 8½ inches, sell for \$18.00, \$3.25, and \$2.00 respectively. Catalogue numbers are 4009, 4916, and 4918.

Eugene Lucchesi, 859 Lexington Ave., New York City. Size, 24 inches high, and price, \$12.00.

PUBLICATIONS OF THE AMERICAN CLASSICAL LEAGUE

Orders should be sent to American Classical League, New York University, Hall of Fame Terrace, University Heights, New York City.

Vergil—Prophet of a New World—By ANNA P. MACVAY, General Chairman of Committees, Bimillennium Vergilianum. An

inspiring appreciation of Vergil's contribution to our civilization. This pamphlet is especially apropos of the celebration of the birth of Vergil. 10 cents.

The Influence of Greece Upon our Modern Life—By JUDGE R. V. FLETCHER, General Counsel, Illinois Central Railroad Company. A clear summary, by a prominent man of affairs, of the debt which our modern civilization owes to the Greeks. 5 cents.

A Reasonable Plea for the Classics—By GONZALEZ LODGE, formerly Professor of Latin and Greek in Teachers College, Columbia University. An exact and discriminating review of the present situation and the claims of the classics. 10 cents.

The Classics and Pure Science—By ARTHUR E. HILL, Professor of Chemistry, New York University. A statement by a prominent scientist of fundamentals which underlie scientific progress and which are provided by the study of the classics in a way that can be secured by no other training. 5 cents.

MATERIAL FOR DISTRIBUTION

I. In Mimeographed Form

The numbering follows that given in the March issue.

- 400. The Spirit of Ancient Rome. By BERTHA C. FORTNER, Wheatridge, Colorado. A delightful pageant showing the debt of the modern world to Latin, suitable for presentation in schools as an Assembly program.
- 401. Roman Children Were Real. By BERTHA C. FORTNER. Scenes from the life of a Roman Child in which the human element is stressed. May be used as an Assembly program.
- 402. Some of the more common Latin expressions frequently met in one's reading.

The mimeographed material, 402 items, is lent to teachers upon payment of postage, or is sold for five cents per item unless otherwise indicated. The items may be borrowed from the Bureau with no charge, except for postage, or may be purchased. For titles, see Leaflets I-V and the issues of LATIN NOTES for the present school year.

II. Supplements and Bulletins

Although the 45 printed Supplements and the 18 Bulletins have been listed in Leaflets I-V and the issues of LATIN NOTES, their titles are repeated below as a convenience to those who are preparing for summer work. Attention is called to the fact that Bulletin XVII, "Suggestions for Vergil Teachers," will be ready for circulation by the end of April if not before.

Latin Notes Supplements—A Classified List

Price 10 cents unless otherwise indicated

Content

- XI. Reading content for the first two years; an analysis of some English texts containing "made" or simplified classical Latin. *Mary Breene*

Caesar

- V. Twenty interesting stories about Caesar; taken from translations of classical authors
- XXXII. Suetonius as a basis for visualizing the man Caesar. *Mrs. C. T. Mather*
- XXXIII. Dramatic incidents in Caesar and Cicero. *Viola Marshall*

Cicero

- XIII. Cicero's literary style as a basis for the study of English expression. *Francis P. Donnelly, S. J.*
- XIX. Interesting notes on certain points in Cicero's First Oration against Catiline. *Professor Harry J. Leon*
- XXI. The human side of Cicero as shown in his letters. *Helen Wieand Cole*
- XXVII. Political questions suggested by Cicero's Orations against Catiline. *Dr. B. L. Ullman*
- XXVIII. Marcus Tullius Cicero—citizen; also Caesar, Cicero, and Pompey. *Dr. Gonzales Lodge*
- XXXIII. Dramatic incidents in Caesar and Cicero. *Viola Marshall*

Vergil

- I. English pronunciation of proper names in the Aeneid. *E. H. Sturtevant* (Coöperator)
- II. Some allusions to the Aeneid in English literature
- XLV. A poet of loyalties—a study of the personality of Vergil. *John A. Johnston*

Junior High School Latin

- XXXVI. A new Latin course for the Junior High School. *Claire Thursby*

Sight Reading and Sight Passages

- IV. Famous stories about the Romans; fifteen easy Latin narratives (with pictures) suitable for first year
- XIV. Easy Latin stories, selected from English textbooks and designed for use in the second and third semesters. *Louise Lammers*
- XVII. Sight passages from the Caesar text (including several from the Civil War)
- XVIII. More sight passages from Caesar's Gallic and Civil Wars
- XLI. Cato's Distichs; excerpts from moral couplets attributed to Cato and useful for sight reading. Translated by *Wayland J. Chase*
- XLIII. Reading Latin by the Word Order Method. *Elsie M. Smithies*

Rome and the Romans

- XII. Some material from Warde Fowler's Roman Festivals
- XV. Some stories about the Roman Forum. Illustrated. 15 cents. *E. Winifred Given*
- XVI. Passages in historical novels which are descriptive of certain features of Roman life. *Mary Burgoyne*
- XXXV. Excerpts from a high school publication

Methods

- XXV. Various methods of sight reading concretely illustrated. *Louisa Woodruff*
- XXXVII. Latin at the end of the fourth week. *Naomi Downer*
- XXXVIII. The project method. *Mrs. Lilla Cochran*
- XL. The teaching of forms and syntax in the earlier years of the high school

Equipment

- X. List of books and other equipment interesting to Latin teachers. *T. Jennie Green* (Revised)
- XXXI. A list of photographs and prints concerned with classical mythology

Clubs

- VI. Programs for classical clubs. *Clara Radell*. 25 cents

Plays

- IX. Latin Grammar Speaks—an operetta. *Julia Frances Wood*. 25 cents
- XLII. L'Adoration des Mages (Adoratio Magorum). A Latin Mystery Play for Christmas. Contributed by *Florence Waterman*
- XLIV. A Vergilian Fantasy. *Mrs. Mary Webster Kraemer*

Value of the Classics

- XX. Value of one year of Greek. *Anna P. MacVay*
- XXIII. Latin as an aid to English. *Eugene S. McCartney*
- XXIV. The value of the classics in training for citizenship. *Dr. Gonzales Lodge*

Miscellaneous

- VII. A catechism for the progressive Latin teacher. *Dr. Gonzales Lodge*
- VIII. Latin cross-word puzzles. *Roland Kent* and *C. R. J. Scott*
- XXII. A list of operas whose titles are based upon classical mythology. *Marguerite Kretschmer*
- XXVI. Technical terms in high school science with their Latin and Greek derivation. *Dr. Gonzales Lodge*. 20 cents
- XXIX. The relationship of French to Latin. *George W. Putnam*

- XXX. Course for the training of Latin teachers in college
 XXXIV. The Greek that doctors speak. *Lloyd E. Smith*
 XXXIX. Some Latinisms in English. *Dr. Casper J. Kraemer, Jr.*

Bulletins

- III. Guide to the Study of Roman Private Life: a Bibliography with Chapter and Page References. *Walton B. McDaniel*. 25 cents
 IV. English Poems Dealing with Classical Mythology. 25 cents
 V. A List of Classical Books, Copied Largely from The Publishers Weekly for 1926. 15 cents
 VI. Influence of the Classics on English Literature. *Casper J. Kraemer*. 10 cents
 VII. The Roman Forum. *Ralph V. D. Magoffin*. 25 cents
 VIII. English and the Latin Question. *Stuart Sherman*. 20 cents
 IX. Paris of Troy: a Pageant Play. *Edith Shearer*. 15 cents
 X. Costumes for Classical Plays. *Viola I. Schmid*. 20 cents
 XI. First Aid to the Latin Teacher. *Service Bureau Committee* in Washington, D. C. 10 cents
 XII. The Latin Club. *Lillian B. Lawler*. 45 cents
 XIII. Latin in the Junior High School. \$1.00
 XIV. Dido and Aeneas—a Pageant Play. *Erna Kruckemeyer*, 35 cents
 XV. Vergilian Papers. 20 cents
 XVI. Latin Prose Passages for Comprehension at Sight. *Certain Schools in and near Philadelphia*. 10 cents, or 5 cents in quantities
 XVII. The Teaching of Vergil in Secondary Schools—Some Suggestions
 XVIII. A Journey Through the Lower World. *Caroline Farquhar*. 20 cents

ERRATUM

The author of the Garden Verses of Vergil entitled Priapus, appearing in the February LATIN NOTES, wishes to have a couplet inserted in the third Priapean after the line:

"With grapes red-ripe, grown in the clustering vine-leaves, shade." The couplet runs as follows:

"Even on my weapons—do not tell!—a bloody stain
 Falls from a bearded kid or horn-proofed she-goat slain."

STATEMENT OF OWNERSHIP

OF LATIN NOTES published 8 times yearly at New York, N. Y., for April 1, 1930.

STATE OF NEW YORK } SS.
 COUNTY OF NEW YORK }

Before me, a Notary Public in and for the State and county aforesaid, personally appeared FRANCES SABIN, who, having been duly sworn according to law, deposes and says that she is the editor and publisher of the LATIN NOTES and that the following is, to the best of her knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 443, Postal Laws and Regulations.

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:
 Publisher, editor, managing editor, business manager—FRANCES E. SABIN. Teachers College, 525 W. 120th St., N. Y.

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